

## ABSTRAK

**PENGEMBANGAN CERGAM TENTANG KAIN TAPIS LAMPUNG  
SEBAGAI SARANA LITERASI KELAS IV SD TEMA 1 SUBTEMA 1  
PEMBELAJARAN 4**

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Kearifan lokal sudah terdapat pada pembelajaran tematik SD kurikulum 2013. Berdasarkan hasil analisis kebutuhan berupa kuesioner yang peneliti bagikan kepada empat guru kelas IV di Metro, Lampung, peneliti mendapatkan informasi bahwa mereka memerlukan media pembelajaran berupa cergam sebagai sarana literasi di kelas IV. Oleh karena itu peneliti mengembangkan cergam sebagai sarana literasi untuk kelas IV tema 1 subtema 1 pembelajaran 4 dengan judul “Mengenal Motif di dalam Kain Tapis Khas Lampung”. Tujuan penelitian ini mendeskripsikan langkah-langkah pengembangan cergam dan kualitasnya.

Pengembangan cergam menggunakan langkah-langkah ADDIE menurut Tung (2017) yang terdiri dari: (1) *Analyze*, peneliti melakukan wawancara terstruktur dan membagikan kuesioner kepada guru kelas IV, (2) *Design*, peneliti melakukan studi pustaka dan membuat kisi-kisi cergam, (3) *Development*, peneliti membuat cergam dan meminta 4 ahli untuk memvalidasinya, (4) *Implementation*, peneliti melakukan uji coba, (5) *Evaluate*, peneliti menganalisis hasil evaluasi tes sumatif peserta didik.

Kualitas cerita bergambar menurut empat validator yaitu satu dosen ahli, satu dosen bahasa, dan dua guru kelas IV mendapatkan skor rata-rata 3.6 yang menunjukkan bahwa produk “Sangat Baik” dan layak diujicobakan dengan revisi. Uji coba dilakukan pada 22 peserta didik di SD Negeri 5 Metro Timur, hasil test sumatifnya: 77,2% peserta didik mampu membuat artikel mengenai upaya melestarikan kain tapis sebagai salah satu kearifan lokal karya seni masyarakat Lampung dan 81,8% peserta didik mampu membuat desain berbentuk segi banyak pada kain tapis motif pohon hayat.

**Kata kunci:** Cergam, Kearifan Lokal, Kain Tapis, Literasi.

**ABSTRACT****DEVELOPMENT OF PICTURE STORY ABOUT LAMPUNG TAPIS CLOTH AS LITERACY FACILITIES CLASS IV ELEMENTARY SCHOOL THEME 1 SUB-THEME 1 LEARNING 4**

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*Local wisdom already exists in the thematic learning of the 2013 elementary school curriculum. Based on the needs analysis results that the researchers distributed to four grade IV teachers in Metro, Lampung, in questionnaires and interviews, the researcher knew that learning media in picture story was needed for literacy in grade IV. Therefore the researcher developed a picture story as a means of literacy for class IV theme 1 sub-theme 1 learning 4 with the title "Knowing Motives in Lampung Tapis Cloth". This study aims to describe the steps for developing a picture story and its quality.*

*The development of the story uses the ADDIE steps according to Tung (2017), which consist of (1) Analyze, the researcher conducted structured interviews and distributed questionnaires to class IV teachers, (2) Design, researcher conducted a literature study and made a picture story grid, (3) Development, the researcher made a picture story and asked 4 experts to validate it, (4) Implementation, the researcher conducts a trial run, (5) Evaluate, analyzes the researcher analyze students summative test result.*

*The quality of the illustrated stories, according to the four validators, namely one expert lecturer, one language lecturer, and two class IV teachers, received an average score of 3.6, indicating that the product is "Very Good" and is worth testing with revisions. The trial was conducted on 22 students at SD Negeri 5 Metro Timur, summative test results: 77.2% students are able to write articles about efforts to preserve tapis cloth as one of the local wisdoms of Lampung people's art and 81.8% of students were able to make a polygon design on the tapis cloth with the motif of hayat tree.*

**Keywords:** *Picture Story, Local Wisdom, Tapis Cloth, Literacy.*